

# Unit Cover Page

Unit Title: \_\_\_\_\_ Grade Level(s): \_\_\_\_\_

Subject/Topic Area(s): \_\_\_\_\_

Key Words: \_\_\_\_\_

Designed By: \_\_\_\_\_ Time Frame: \_\_\_\_\_

School District: \_\_\_\_\_ School: \_\_\_\_\_

**Brief Summary of Unit (including curricular context and unit goals):**

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Unit design status:      ☐ *completed Template pages - Stage 1, 2, and 3*

☐ *completed Blueprint for each performance task*      ☐ *completed rubric(s)*

☐ *directions to students & teachers*      ☐ *materials & resources listed*

☐ *suggested accommodations*      ☐ *suggested extensions*

Status:      *initial draft (date - \_\_\_\_\_)*      *revised draft (date - \_\_\_\_\_)*

☐ *peer reviewed*    ☐ *content reviewed*    ☐ *field tested*    ☐ *validated*    ☐ *anchored*

## Stage 1: Identify Desired Results.

**Established Goals:**

**G**

*What understandings are desired?*

*Students will understand that:*

**U**

*What essential questions will be considered?*

**Q**

*What key knowledge and skills will students acquire as a result of this unit?*

*Students will know:*

**K**

*Students will be able to:*

**S**

## Stage 2: Determine acceptable evidence.

*What evidence will show that students understand?*

**Performance Tasks\*** (Summary in G.R.A.S.P.S. form):

**T**



*\*Complete a Performance Task Blueprint for each task (next page).*

**Other Evidence** (quizzes, tests, prompts, observations, dialogues, work samples, etc.):

**oe**

**Student Self-Assessment and Reflection:**

**sa**

# Assessment Task Blueprint

*What understandings/goals will be assessed through this task?*

**G**

What criteria are implied in the standard(s)/understanding(s) *regardless* of the task specifics? What qualities must student work demonstrate to signify that standards were met?

*Through what authentic performance task will students demonstrate understanding?*

**Task Description:**

**T**

*What student products/performances will provide evidence of desired understandings?*



**Stage 3: Plan learning experiences and instruction.**

**L**

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.

**Stage 3: Plan learning experiences and instruction.**

**L**

[illegible]

**Stage 3: Plan learning experiences and instruction.**

**L**

[illegible]

**Stage 3: Plan learning experiences and instruction.**

**L**

[illegible]



### Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

Consider the W.  
H.E.R.E.T.O.  
elements. (L)  
15. Students will  
understand the  
impact of a  
landmark court

**Stage 3: Plan learning experiences and instruction.**

**L**

[illegible]

### Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

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	Monday	Tuesday	Wednesday	Thursday	Friday
1		2	3	4	5
6		7	8	9	10
11		12	13	14	15